Proposed Synopsis for Ph.D. Pre-registration Seminar

Psychological Well-being, Self- Efficacy and Resilience among College Students of Ranchi District

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Submitted to

University Department of Psychology

Ranchi University, Ranchi

Jharkhand (India)

2025

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1.0 Introduction

1.1 State of the art

Given the increasing prevalence of mental health problems among populations in higher education, self efficacy and resilience's influence on university students' psychological well-being is an explosive subject in educational psychology. It is crucial to investigate the ways in which students' psychological resources impact their overall health because college life can be extremely taxing, encompassing social issues, academic pressure, and the adjustment to adulthood.
Over the past decade, it has become increasingly important for researchers to understand how personal attributes like self efficacy and resilience help students cope with these challenges, which in turn affects their mental health and sense of fulfillment in life.

Considering the present study, it aims to investigate the Psychological Well-being, Self-Efficacy and Resilience among level of education (Under-graduate and Post-graduate), gender (Male and Female) and stream (Arts and Science).

1.2 Conceptual framework of the study

1.2.1 Concept of Psychological Well-being

Psychological well-being refers to a person's subjective experience of affirmative psychological states, such as pleasure, life fulfilment, and a sense of purpose. It is a holistic theory that encompasses different traits of a person's mental and emotional health, including positive relationships, personal growth and development, positive self-esteem and self-acceptance, and a feeling of being in charge of one's life. Simply said, psychological well-being is about feeling good about oneself and one's life, having satisfying relationships and a sense of purpose, and feeling capable of managing life's challenges. It is a multi-faceted construct that goes beyond just the absence of mental ailment and encompasses a person's overall sense of happiness, contentment, and fulfilment in life. Psychological wellbeing is a crucial aspect of a person's overall health and happiness. It refers to a state of mind where an individual experiences positive emotions, positive psychological functioning, and a feeling of meaning and purpose in life. The definition of psychological wellbeing is an area of debate among researchers. However, the World Health Organization (WHO) defines psychological wellbeing as "a state of mind in which an individual is able to develop their potential, work productively, and creatively, and is able to cope with the normal stresses of life" (WHO, 2021). This definition highlights the multidimensional nature of psychological well-being, with the presence of

affirmative emotions, psychological functioning, and a sense of purpose and significance in life.

It is possible to approach subjective well-being (SWB) primarily from a psychological standpoint. Ed Diener proposed that high levels of life satisfaction, the absence of negative affect, and the presence of positive affect make up subjective well-being. However, research suggests that when assessing psychological well-being, physical well-being should also be taken into account. Mens sana in corpore sano, or "a sound mind in a healthy body," is what is most desired, and the Roman poet Juvenal was right. Psychological well-being can fall on a spectrum from optimal well-being, possibly having reached Abraham Maslow's state of self-actualization, to the absence of well-being, which is defined as illness or even mental illness in certain situations. A lot of people will say that their PWB falls on the wellness end of the spectrum.

Components of Psychological Well-being

A person's overall life satisfaction, pleasant feelings, and low levels of negative emotions are all included in the broad and multidimensional concept of psychological well-being :

- **Life Satisfaction**: An individual's overall assessment of their life and their emotions of joy and fulfilment are referred to as life satisfaction. It is regarded as being essential to well-being since it is intimately correlated with one's sense of meaning and purpose in life.
- **Positive Emotions**: Affirmative emotions such as joy, excitement, and contentment are an important component of well-being because they promote a sense of happiness and fulfillment. Positive emotions also help to counteract negative emotions and stress, leading to improved overall well-being.
- **Low Levels of Negative Emotions**: A person's wellbeing can be greatly impacted by negative emotions including anxiety, despair, and rage. Therefore, maintaining low levels of negative emotions is crucial for psychological well-being since it enables people to sustain pleasant feelings and prevents adverse effects on mental health.
- **Autonomy**: Autonomy refers to the ability to make decisions and act in a self-determined way. Individuals who know-how high levels of autonomy are able to pursue their own goals and interests, which can lead to improved well-being.
- **Positive Relationships**: Positive interpersonal connections with loved ones, friends, and romantic interests are crucial for psychological health. These connections give people emotional support, a sense of community, and support for happiness and wellbeing.
- **Purpose in Life**: An essential component of wellbeing is having a feeling of purpose in life, or a reason to live, as it gives people a sense of direction and meaning. People are more likely to feel content and happy if they have a clear sense of purpose.

- **Personal Growth**: Personal growth states to person's on-going process of development and self-improvement. This can involve learning new skills, exploring new interests, and developing new relationships. Personal growth is an important aspect of well-being because it helps individuals to maintain a sense of growth and throughout their lives, fulfilment. In summary, life satisfaction, pleasant emotions, low levels of negative emotions, autonomy, positive connections, a sense of purpose in life, and personal growth are all important aspects of psychological well-being. These elements are connected and work together to advance general fulfilment, happiness, and well-being.

1.2.2 Concept of Self Efficacy

Self-Efficacy is interpreted as people's beliefs about their own capabilities to organize and manage some specific tasks, events or actions required to achieve performance designated levels that affect their lives. In short self-efficacy is one's beliefs in one's own ability to accomplish something successfully. People only do and accomplish thing that they believe they can accomplish it and they won't attempt something that they believe they can reach it. Self-Efficacy impacts an individual's choice of activities, effort, and persistence. Human beings who have a low feel of efficacy for conducting a undertaking may also keep away from it, folks who agree with they may be successful should take part with no trouble. Individuals who experience efficacious are hypothesized to paintings tougher and persist longer after they encounter difficulties than people who doubt their skills. Self-efficacy, in this framework, is the cognitive belief in one's ability to perform specific tasks and achieve desired outcomes. These beliefs are not global but domain-specific, meaning that an individual's self-efficacy is context-dependent (e.g., academic self-efficacy vs. athletic self-efficacy). This context-specificity is important in understanding how individuals adapt and cope across various areas of life. From a theoretical standpoint, self-efficacy is not simply a passive trait; it reflects an active self-regulation process where individuals assess their capabilities, set goals, and adjust their actions based on their perceived competence. This active dimension links self-efficacy to self-regulation theory, where beliefs about personal capabilities play a vital role in goal setting, effort allocation, and persistence.

Sources of Self-Efficacy and their Psychological Implications

Bandura identified four key sources from which self-efficacy beliefs are formed. These sources are foundational to understanding how self-efficacy develops and fluctuates:

- **Mastery Experiences (Performance Accomplishments)**: Successes build self-efficacy, while failures undermine it. The theory suggests that personal mastery is the most potent source of self-efficacy. This source aligns with cognitive-behavioral models of learning, emphasizing the importance of past success as a motivational tool.

- **Vicarious Experiences (Modeling)**: Observing others' successes or failures can also shape self-efficacy beliefs, especially if the observed individual is perceived as similar. This connects self-efficacy to social learning theory**,** suggesting that individuals learn not just through direct experience, but also by observing and imitating others.
- **Verbal Persuasion (Social Persuasion)**: Encouragement from others can raise an individual's belief in their capabilities, though it is less powerful than mastery experiences. This source emphasizes the role of social support in reinforcing self-efficacy and highlights its relevance in therapeutic and educational contexts.
- **Physiological and Emotional States**: Emotional responses and physiological reactions (e.g., anxiety, fatigue, or calmness) during task performance provide feedback that can influence self-efficacy. This source connects to affective and emotional regulation theories, suggesting that emotional mastery and regulation are important in maintaining high self-efficacy, especially under stress.

According to Gandhi, an individual's actions should reflect inner conviction, and through perseverance, they could achieve transformative goals. This idea is mirrored in self-efficacy theory, where beliefs in one's capabilities are shaped by sustained effort, perseverance, and mastery experiences. Gandhi's belief that **"you must be the change you wish to see in the world"** emphasizes the power of personal agency and self-belief to make meaningful contributions, a direct parallel to Bandura's assertion that self-efficacy influences the choices and effort an individual invests in a task.

1.2.3 Concept of Resilience

Resilience, a broader and more general concept, is the capacity to adapt well to adversity, trauma, and stress. It includes emotional regulation, social competence, and personal strengths such as optimism and self-efficacy. In the context of university students, **resilience** involves coping with academic, social, and personal difficulties, as well as adapting to the transition from high school to higher education.

Theories of resilience , have been foundational in understanding how resilient students develop coping strategies, flexibility, and emotional stability in response to external challenges. In the university setting, resilience has been found to positively affect students' psychological well-being by reducing susceptibility to stress, anxiety, and depression.

Types of Resilience

Resilience represents an ability to handle life's setbacks and is an overall representation of adaptability. However, there are also different types of resilience, each of which can influence person's ability to cope with various forms of stress.

- **Physical Resilience -** Physical resilience refers to how the body deals with change and recovers from physical demands, illnesses, and injuries. Research suggests that this type of resilience plays an important role in health. It affects how people age as well as how they respond and recover from physical stress and medical issues.
- **Mental Resilience -** Mental resilience refers to a person's ability to adapt to change and uncertainty. People who possess this type of resilience are flexible and calm during times of crisis. They use mental strength to solve problems, move forward, and remain hopeful even when they are facing setbacks.
- **Emotional Resilience -** Emotional resilience involves being able to regulate emotions during times of stress. Resilient people are aware of their emotional reactions and tend to be in touch with their inner life. Because of this, they are also able to calm their mind and manage their emotions when they are dealing with negative experiences.
- **Social Resilience** - Social resilience, which may also be called community resilience, involves the ability of groups to recover from difficult situations. It involves people connecting with others and working together to solve problems that affect people both individually and collectively.

Review of Literature

The studies available in the related areas have been characterized under the following :

1. Studies related to Psychological Well-being
2. Studies related to Self Efficacy
3. Studies related to Resilience

1. Studies related to Psychological Well-being

Siddiqui (2015) conducted a study to investigate the impact of Self-efficacy on Psychological Well-being among undergraduate students. The sample consisted of 100 (50 Male and 50 Female) students selected from the Aligarh Muslim University, Aligarh. In order to collect the requisite data, General Self-Efficacy Scale and Psychological Well-being Scale was used to study the mentioned problem Simple Linear Regression was used analysis impact the self efficacy on psychological well being among undergraduate students. The findings of the present study show that, correlation between Self- efficacy and Psychological Well-being among Male students was found R=. 596 and actual contribution of predictor variable to criterion variable was found to be 35.6% whereas among Female students correlation between Self-efficacy and Psychological Well-being was found R=. 551 and actual contribution of predictor variable to criterion variable was found to be 30.4%. Further t-test was applied between Self-efficacy as well as Psychological Well-being of both groups, where it was found that there was insignificant difference between

Self-efficacy of Male and Female students but a significant difference was found between Psychological well-being of both groups.

Honmore and Jadhav(2015), In their study on psychological well-being, gender, and optimistic attitudes among college students, aimed to explore these aspects concerning the psychological well-being of college students. The study encompassed 200 first-year students from various colleges in Islampur and Sangli, located in Maharashtra, with an equal distribution of 100 male and 100 female participants. Participants completed the Optimistic Pessimistic Attitude Scale and the Psychological Well-Being Scale (PWB), which includes five subscales. The results of the ANOVA revealed a significant gender difference overall, albeit with a small effect size (Cohen's d = 0.38). These findings indicated that male students exhibited a higher level of psychological well-being in the Mental Health dimension compared to their female counterparts. Notably, most participants in the study hailed from rural or semi-urban backgrounds characterized by entrenched traditional norms and constraints on women within a predominantly male-dominated culture.

Sana and Akhter(2015) conducted a study titled "Gender Differences in Psychological Wellbeing." The study utilized a random sampling method to select a sample of 100 participants, including an equal number of male and female, 10th-grade students from Jamshedpur city. In this study, participants' levels of psychological well-being were measured using the Psychological Well- being Scale, which was developed in 1980 by Carol Ryff. The validity of the hypotheses was examined using a "t" test. The findings revealed a sizable gender gap in students' reports of their emotional health.

Waghmare (2016) The purpose of the present study was to investigate the impact of gender and location of the college students on psychological well being. The sample for the study comprised of 100 college students from jalna city. In each 50 male students (25 urban and 25 rural male students) and 50 female students (25 Urban and 25 rural female college students). The scale was used for data collection psychological well being scale by Bholge and prakash (1995). Where gender and location were considered as independent variables and psychological well being as dependent variables. 2x2 factorial design was used and data were analysis by Mean, SD and ‘t’values. Results revered no significant difference between male and female, Urban and Rural college students on psychological well being.

Rezvan and Souza (2017) carried out a study to investigate how parenting practices affect early and late adolescent mental health. Two participant groups—early adolescents, aged 10 to 14 and late adolescents, aged 15 to 19—were included in the 200-person sample used in the study. Each gender was equally represented among the participants, who were students from Mysore, Karnataka, India. According to the research, teenage mental health was not significantly impacted by parental practices. As opposed to their early teenage counterparts, late adolescents were found to report a greater prevalence of mental health issues. The conclusion emphasizes how

developmental phases have a significant impact on early and late adolescents' general mental health.

Sharma and Bharti (2022) carried out a study to assess the Psychological Well-being of college students and to determine the correlation between age and PWB aspects.This cross-sectional study was conducted among 210 college students selected by simple random sampling. Ryff's PWB scale, a 42-item version used for the assessment of PWB, and data were collected by self-administering questionnaires.Internal consistency of the scale was estimated and descriptive statistics, independent samples t-test, and regression analysis were applied.The mean age of the participants was 19.41±1.69 years and 61% were male. Cronbach's alpha coefficient for internal consistency of Ryff's PWB scale was 0.814 in this study. The mean of PWB was 205.42±11.04 and≥ 20 years scored higher in all the parameters of PWB than< 20 years, differences were (t= 3.62, P= 0.001) significant. Simple linear regression showed that age was a highly significant (P= 0.002) predictor of PWB.The study illustrated that students of 20 years or more had better PWB in terms of all dimensions than< 20 years-, and also suggested the need for future research, like, to deepen on the conceptual and relations between age and PWB, and to analyze the impact that social changes have toward age group on PWB.

2. Studies related to Self Efficacy

Chowdhury and Shahabuddin(2007) study was designed to examine how self-efficacy, motivation and academic performance interact among students enrolled in an introductory marketing course in a private university of Bangladesh. Data were collected through self-administered questionnaire from the students. Empirical results reveal that there are statistically positive correlations between self-efficacy and performance (r = 0.289), self-efficacy and intrinsic motivation (r = 0.490), self-efficacy and extrinsic motivation (0.297), intrinsic motivation and performance (0.327), and extrinsic motivation and performance (0.251). Consistent with our expectations, students high in self-efficacy and motivation performed better than those low in self-efficacy and motivation. Implications and recommendations for further studies based on findings are discussed.

Honmore and Jadhav (2017) conducted a study to investigate and acknowledge the endeavour to explore the differences in self-efficacy and emotional intelligence among the college youth with respect to their family type and between genders. It was also intended to assess the relationship between self-efficacy and emotional intelligence. The purposive sample of this study comprised of 120 students of first year degree college of Arts, Commerce and Science, 60 from joint and 60 from nuclear family. Both groups include 30 male and 30 female youth. The sample was studied by using Self-efficacy Scale and Emotional Intelligence Test. The independent sample t test revealed significant differences in self-efficacy, and total and handling relations dimension of emotional intelligence of college youth in relation to their family type showing nuclear family youth are higher on self-efficacy while joint family youth score more on total and handling

relations dimension of emotional intelligence. The study also depicted significant gender differences in self-efficacy and total emotional intelligence indicating male youth are higher on self-efficacy and total emotional intelligence than female youth. The domain-wise analysis of data shows similar trends in terms of self-awareness, motivating oneself, empathy and handling relations except managing emotions. Pearson's correlation showed significant and positive association between self-efficacy, and total and self-awareness, managing emotions and handling relations dimensions of emotional intelligence.

Bhatt and Bahadur(2018) The main objective of the study was to find the correlation between self esteem & self efficacy among college students. For this purpose, data from 400 students of four different colleges of Lucknow were taken. Among the colleges, two colleges were from the private sector, whereas two were government colleges. 200 students from B. Tech Courses and 200 students from BA, BSc., and B. Com were selected for data collection. Two tests were administered, General Self Efficacy Scale to measure self efficacy and Rosenberg self esteem scale to measure self esteem. Results indicate a very strong correlation between students self efficacy and self esteem.

Chandna, Sharma and Moosath(2022) The aim of the current study was to evaluate and compare the relationship of mindfulness with self-efficacy and self-esteem. There was a total of 146 participants (F = 80, M = 66), 84 in the young adult group (20–40 years) and 62 participants in the middle adult group (41–65 years). Pearson correlation showed statistically significant ($p < 0.01$) moderate positive correlation between all the five dimensions of mindfulness and self-esteem; while self-efficacy had significant ($p < 0.01$) moderate positive correlation with all the dimensions of mindfulness except for non-judging of inner experiences. Females were found to be significantly higher in acting with awareness and observing dimensions of mindfulness compared to males. Middle adults were found to be significantly higher only in the non-judging of inner experiences dimension as compared to early adults.

3. Studies related to Resilience

Stanley and Bhuvaneswari (2016) conducted a study by undergraduate students of all three cohorts at a women's-only college in Tiruchirapalli in South India (N = 73). Standardised instruments to assess stress, anxiety, resilience and coping were administered. It was seen that anxiety and stress levels were relatively higher in the first- and third-year students while compared to those in the second year of their course, while resilience and coping was relatively low in the first-year group. Correlations were significantly positive for the stress and anxiety scores as well as

the coping and resilience scores. However, it was seen that only the anxiety scores significantly predicted the manifestation of stress in the students.

Herbert and Manjula (2017) conducted a study on college students to encounter stress in various aspects of life. While some students adapt well, others may become vulnerable. Hence it is important to recognize the important factors that contribute to resilience in college students. Aim of the study was to explore stress and coping and the association between resilience and psychosocial variables of theoretical relevance in college students. A sample of 200 students doing engineering course from engineering colleges in Bengaluru was assessed using Socio-demographic data sheet. Result shows majority of them experienced high stress in the area of relationship. Social support and distraction positive were used as the main coping strategies. Majority of them were found to have medium resilience. Resilience had significant positive correlation with positive affect, extraversion, conscientiousness, selfesteem, secure attachment, dismissive attachment, problem solving coping, social support and psychological well-being. Positive affect, conscientiousness and dismissive attachment style predicted resilience in positive direction. The findings throw light on the factors that are to be addressed in the promotive intervention programs with college students.

Singh and Singh(2021) conducted a study to explore sex-related differences and to estimate the associations between resilience, emotion regulation, peer relationship, humor, and body-esteem. A sample of Indian college students (N= 1000) took part in this study. They responded to the Hindi versions of the resilience scale, emotion regulation questionnaire for children and adolescents, peer relationship scale, humor style questionnaire, and body-esteem scale. Results indicated that men obtained higher mean scores on resilience, peer relationship, humor, and body-esteem than women. All the correlations between the variables were statistically significant and positive. It was concluded that those who consider themselves as resilient experienced greater emotion regulation, body-esteem, humor, and peer relationship.

Maharana and Goswami(2023) conducted a study to investigate the association between resilience and mindfulness among the adolescent students of Central and Northern Odisha. It was also proposed to find out the moderate role of resilience in predicting mindfulness among Central and Northern Odisha adolescents. A convenient sample (N= 385) of adolescent university students from the northern (n= 152, 39.5%) and central (n= 233, 60.5%), private and public sectors, including both males (n= 193, 50.1%) and females (n= 192, 49.9%), was collected. The sample was evaluated using the Brief Resilience Scale (Smith et al., 2008) and the Five-Facet Mindfulness Questionnaire (Baer et al., 2012). Results indicated that resilience and mindfulness were positively correlated. There is a positive and significant relationship existing between resilience and mindfulness ($r= 0.469$, $df= 383$, $p< 0.01$). Results revealed a little gender difference in resilience and mindfulness.

2.0 Problem to be investigated

The proposed study aims to examine the Psychological Well-being, Self Efficacy and Resilience on level of Education (Under-graduate and Post-graduate), gender (Male and Female) and stream (Art and Science).The topic of the study will be stated as **"Psychological Well-being, Self Efficacy and Resilience on College Students of Ranchi District."**

3.0 Objectives of the investigation and motivation

Objectives

The following objectives have been formulated for the present study:

- To study the levels of Psychological Well-being, Self Efficacy and Resilience on total sample and sample subgroups.
- To study the impact of level of education(Under-graduate and Post-graduate), gender (Male and Female) and stream (Arts and Science) on Psychological Well-being, Self Efficacy and Resilience.
- To study the relationship between Psychological Well-being, Self Efficacy and Resilience on level of education(Under-graduate and Post-graduate), gender (Male and Female) and stream (Arts and Science).

Motivation

The remarkable challenges that students encounter in today's educational and social environment make the study of psychological well-being, self efficacy and resilience, extremely pertinent. The complex interrelationships among academic pressures, mental health issues, and socioeconomic uncertainty highlight how important these ideas are to addressing today's problems. The study of psychological well-being, self efficacy and resilience, provides insightful information and useful solutions in the modern world, where students encounter increased academic, social, and emotional challenges.

In the face of the complexity of today's world, these constructs are essential for preparing students to adapt, flourish, and preserve their mental health. Educational institutions can establish encouraging environments that enable students to overcome hardship and succeed holistically by attending to these factors.

4.0 Research Hypotheses

The following hypotheses have been formulated for the present study:

1. The level of Psychological Well-being, Self efficacy and Resilience will vary among total subgroups.
2. There will be significant impact of level of education, gender and stream on Psychological Well-being.
3. There will be significant impact of level of education, gender and stream on Self Efficacy.
4. There will be significant impact of level of education, gender and stream on Resilience.
5. There will be significant relationship between Psychological Well-being, Self Efficacy and Resilience on level of education (Under-graduate and Post-graduate), gender (Male and Female) and stream (Arts and Science).

5.0 Research design and methodology

5.1 The Sample

The sample of the present study will consist of 320 college and university students in the age of 18 to 25. Stratified random sampling will be used to collect data. A 2x2x2 factorial design will be used in this research and the factors of stratification will be :

Level of education -2 (Under-graduate and Post-graduate)

Gender-2 (Male and Female)

Stream-2 (Arts and Science)

Table -1

Sample Design

Gender		**Male**		**Female**		**Total**
Stream		**Arts**	**Science**	**Arts**	**Science**	
Level of education	**Under-graduate**	**40**	**40**	**40**	**40**	**160**
	Post-graduate	**40**	**40**	**40**	**40**	**160**
Total		**80**	**80**	**80**	**80**	**320**

5.2 Variables

5.2.1 Independent variables

1. Level of education(Under-graduate and Post-graduate)
2. Gender (Male and Female)
3. Stream (Arts and Science)

5.2.2 Dependent variables

1. Psychological Well-being
2. Self Efficacy
3. Resilience

5.2.3 Controlled variables

1. College and University students in the age range 18 to 25.
2. Participants are constituent college students.

5.3 Selection criterion

5.3.1 Inclusion criterion

1. Students in the age range 18 to 25.
2. Constituent college students.
3. Students from the under-graduate and post-graduate level of education.
4. Students from the both gender (Male and Female)
5. Students from the Arts and Science stream.

5.3.2 Exclusion criteria

1. Students below 18 years are not included.
2. Students not enrolled in arts and science stream.

6.0 Sources of the data and tools to be used in the collection of data

6.1 Sources of data

Both primary and secondary sources of data will be gathered for the proposed study. Primary sources will provide the majority of the data. Students above the age of 18 who attend government colleges and universities will provide primary data. Male and female participants with undergraduate and graduate degrees will be included. The study's chosen participants must be in the management or scientific fields. Secondary data will be gathered from books, journals, papers, e-books, articles, and reports that give a thorough summary of Psychological Well-Being, Self Efficacy, and Resilience.

6.3 Tools to be used

The following tool will be used for data collection :

1. Personal Data Questionnaire
2. Psychological Well-Being Scale (PWBS) developed by D.S Sisodia and Pooja Chaudhary in 2O12.
3. Self Efficacy scale (SES) developed by G. P Mathur and R. K Bhatnagar in 2012.
4. Resilience scale developed by Dr. Vijay Laxmi and Dr. Shruti Narayan in 2010.

1. Personal Data Questionnaire

This questionnaire will be prepared by the researcher for eliciting information pertaining to the respondent's name, age, level of education, gender, stream, place of residence etc. The purpose of the questionnaire is to check whether the individual qualifies for the study.

2. Psychological Well-Being Scale (PWBS)

The Psychological Well-Being scale was developed by Sisodia and Chaudhary in 2012 to assess psychological well-being in Indian populations, specifically addressing culturally relevant dimensions of well-being for adults. This scale is widely used in Indian psychological research for assessing well-being across different adult groups, while there is no upper age limit specified in the manual, the scale is generally applied to individuals within the age range of 18 to 65 years, aligning with the broader definition of adulthood and middle adulthood. The scale consists of 50 items, and demonstrates strong content and construct validity. The scale has a Cronbach's alpha value of 0.87, indicating good internal consistency. Test-retest reliability is also strong, with values exceeding 0.80.

3. Self Efficacy Scale (SES)

The Self-Efficacy Scale (SES) by Mathur and Bhatnagar in 2012 was designed to provide a reliable measure of self-efficacy, especially in the Indian context, where cultural and social factors may influence an individual's perception of their capabilities. The scale was developed to focus on different dimensions of self-efficacy, such as personal, academic, and social efficacy, and was intended for use across diverse populations, including students, working professionals, and general adults. The SES developed by Mathur and Bhatnagar has demonstrated good reliability, with Cronbach's alpha values typically ranging from 0.70 to 0.85, which suggests that the scale is internally consistent. The scale consists of 22 items for the age group of 14 and above.

4. Resilience Scale

The Resilience Scale developed by Laxmi and Narayanin 2010 measures an individual's ability to bounce back from adversity, adapt positively to challenges, and maintain psychological

well-being despite difficult circumstances. The scale is grounded in psychosocial models of resilience, focusing on factors such as optimism, self-efficacy, support systems, and emotional regulation. The scale has shown good reliability, with high internal consistency Cronbach's alpha in various studies. The alpha values usually range from 0.70 to 0.85, indicating that the scale consistently measures the construct of resilience. The scale consists of 30 items for the age group of 14 and above.The scale has been tested for construct validity.

7.0 Plan of analysis

The following statistical analysis will be used to analyze the obtained data.

1. **Percentage value and mean** will be calculated to identify the level of Psychological Well-being, Self Efficacy and Resilience on sample sub-groups of level of education (Under-graduate and Post-graduate), gender (Male and Female) and stream (Arts and Science).

2. **ANOVA** will be calculated to determine the main and interaction effects of level of education (Under-graduate and Post-graduate), gender (Male and Female) and stream (Arts and Science) of Psychological Well-being, Self Efficacy and Resilience.

3. **t-test** will be calculated to know the significant difference of of level of education (Under-graduate and Post-graduate), gender (Male and Female) and stream (Arts and Science) of Psychological Well-being, Self Efficacy and Resilience.

4. **Correlation coefficient** of Psychological Well-being, Self Efficacy and Resilience on sample sub-groups of level of education (Under-graduate and Post-graduate), gender (Male and Female) and stream (Arts and Science).

5. **Graphical representation** of results will be drawn.

8.0 Significance of the study

The study formulates the interaction between psychological well-being, self efficacy,and resilience on college and university students, based on specific hypotheses and objectives, while there have been general studies on this topic, however, this study gives an insight of different dimensions that incaptulates future workforce readiness as in students with better psychological well-being are likely to transition more successfully into the workforce, contributing positively to society and the economy. Reduced healthcare costs and proactive interventions stemming from this research can reduce the burden of mental health care costs by fostering early prevention. Complementing existing studies, while general studies on resilience exist, this study emphasizes its direct impact on the psychological well-being of students in a higher education context.

The significance of promoting self efficacy and resilience as a component of student development must be acknowledged by educational institutions and instructors. Personalized interventions, skill-building workshops, and mental health support services can improve psychological well-being and prepare students to effectively address today's challenges

9.0 Relevance to the present day problem and need to society

Students' rates of stress, anxiety, and depression have increased dramatically as a result of social, academic, and financial pressures. The COVID-19 pandemic made students feel even more alone and uncertain, which had a long-lasting impact on their resilience in terms of mental health acts as a vital safeguard against mental health issues, assisting students in overcoming obstacles and keeping a positive attitude. It encourages emotional control and flexibility, which are critical for handling erratic circumstances, which is why psychological well-being is important. Burnout risk is decreased by being a protective factor that promotes optimism, life satisfaction, and emotional stability. Students who are self efficated are better able to handle small technical setbacks and stay motivated. Students who are resilient are better able to handle more significant changes, like adjusting to new teaching methods or career paths. These days, a lot of students deal with financial difficulties like growing tuition and student loans. In such circumstances, worries about job security and career prospects exacerbate their stress; resilience equips students to manage financial strain and maintain focus on long-term objectives in the face of uncertainty supports the pursuit of academic and professional opportunities by fostering resourcefulness and problem-solving skills.

10.0 Contribution to the existing knowledge

In the current context complex social dynamics, such as cultural diversity, identity issues, and societal expectations are frequently navigated by students. Complexity is increased by differences in educational experiences based on gender and stream. The importance of psychological well-being in this context helps students cope with social pressures by fostering a sense of acceptance and belonging and promotes constructive communication and teamwork in a variety of academic contexts. Understanding stream-specific needs such as arts and science, as students often face distinct academic challenges due to differences in curriculum, workload, and assessment styles. This study helps identify how self efficacy influences psychological well-being across streams, enabling tailored interventions. The study highlights the importance of psychological well-being, self efficacy and resilience across diverse academic contexts, ensuring that mental health support is inclusive and addresses the needs of all students.

11.0 Future work

This study will provide a foundational understanding of psychological well-being, self efficacy, and resilience, particularly in a unique cultural or regional context. It will help identify research gaps, propose new theoretical frameworks, and inspire future investigations to explore these constructs further. By addressing issues such as managing academic stress, coping with setbacks, and enhancing emotional resilience, the study aims to resolve key challenges faced by students. Additionally, it offers methodological insights and practical applications to guide educators, policymakers, and mental health practitioners, encouraging interdisciplinary and longitudinal research to deepen understanding in this field.

Tentative chapters

There will be following five chapters in the research report of the proposed research:
Chapter 1 : Introduction
Chapter 2 : Review of Literature
Chapter 3 : Methodology
Chapter 4 : Analyses of Data
Chapter 5 : Summary and Conclusion
References
Appendix
Note: The research proposal is tentative which may be modified according to the data, tools and techniques.

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